

SAMPLE - Microteach II Professional Development Plan - SAMPLE

Name of student: _____

As an intern and later as an in-service teacher, you will be expected to reflect on your teaching performance. Under the guidance of your university coordinator and eventually your principal, you will be expected to develop a professional development plan.

CAREFULLY following the directions below, develop a professional development plan. Refer to the rubric and the sample Professional Development Plan when writing your DETAILED, thoughtful responses.

1. View your videotaped Microteach II lesson.

- First view the lesson with the sound off so that you can observe your body language.
- Then view the lesson, taking into consideration your peers' feedback. Critically analyze your performance per the 10 specified criteria listed below.
- Select TWO of these criteria you can improve.

2. Complete your professional plan, referring to the rubric and sample Professional Development Plan.

3. View your lesson once more to ensure that you did indeed target the areas for improvement.

Ten Criteria for Microteach II:

- Success of indirect lesson – Was this something other than a direct teach?
- Teaching aid – Did it enhance the students' learning?
- Circulated to assist the students
- Got the students actively involved
- Used specific academic praise
- Use of divergent question
- Use of prompting and probing techniques
- Use of wait time
- Equitable response distribution – Were non-volunteers called upon 90% of the time?
- Closure/summary of lesson – How did you end the lesson? Did you end the lesson by having some type of review?

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Criteria to Improve (determined from peer feedback, observation of videotape)	Activities/Strategies to Improve Performance Regarding Criteria (State at least two activities per criterion in observable terms.)	Future Experiences During Which Activities Can Be Implemented
<p>Criterion 1: State criterion and provide evidence verifying that this criterion was problematic.</p> <p><i>One criterion with which I had problems was Closure/Summary of the Lesson:</i></p> <p><i>At the end of my lesson, I simply said, "I'm done." I had taught what I thought was a good lesson and had planned to have a review at the end, but when I got the two-minute signal, I just stopped teaching. It was a very weak and incomplete ending to my teach. My students were obviously surprised by my lack of follow-through because they seemed very confused and disoriented when I stopped teaching.</i></p>	<p>Activity 1: <i>I will write "REMEMBER TO REVIEW" throughout my lesson plan so I am constantly reminded to save time to review at the end. I will also provide an actual review activity at the closure of my lesson so that I'm not left floundering, trying to figure out what to say and or do. For example, I could write down in my closure section the exact review questions that I can ask the students; I could plan to conduct some type of short game that would help the students review the information. Doing these activities would make me more mindful of the need to have a more powerful closure to my lesson.</i></p> <p>Activity 2: <i>Whenever I make a presentation, I will make sure that I keep track of the time myself and check for understanding at natural check points throughout my presentation. That way, when I get near the end of my presentation, I will have already have done several reviews and can simply segue into a review mode again.</i></p>	<p><i>1. Internship I – I could work with my supervising teacher on this area. Perhaps my supervising teacher and I can plan for me to do the closure of one or more of his/her lessons. That way, I would be focused on the importance of this section of the class. If he/she has me teach an entire lesson I plan, I can design a jeopardy game for the end of my lesson to provide review of the material.</i></p> <p><i>2. I'm the leader of a student organization. We deal with vey many important issues at our meetings. However, I never seem to bring the meeting to a close well. The meeting ends up fizzling out as students start talking about other non-organization stuff. Then they forget the tasks for which they signed up. If, at the end of our meetings, I reviewed what was discussed and decided upon, I think our meetings would be much more productive.</i></p>